

INTEGRATED TEACHING OF PRIMARY EDUCATION

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ANNOTATION

This article provides scientific information on the subjects taught to primary school students and the specific methods used in their teaching. Particular emphasis is placed on the specifics of integrative teaching.

Keywords. Integration, primary education, skills, science, teaching, technology.

Annotatsiya. Ushbu maqolada boshlang'ish sinflarga o'qitiladigan fanlar va ularning o'qitilishida qo'llanadigan o'ziga xos metodlar haqida ilmiy asosda malumotlar berilgan. Integrative yo'l bilan o'qitishning o'ziga xos xususiyatlariga alohida urg'u berilgan.

Kalit so'zlar. Integratsiya, boshlang'ich talim, malaka, fan, o'qitish, texnologiya.

INTRODUCTION

The demands of the new era and the rapid development of modern technologies are affecting all areas today. Of course, the education system is no exception. We all know that the role of preschool and primary education in the current education system is invaluable. Before talking about modern education, it is not difficult to understand a fact when making a realistic assessment of the pre-independence state of integration between our country and the world education system. However, some old ideas and complications of the social system have significantly weakened our current interest.

Before establishing the integration of general secondary education with higher education, it is necessary to first analyze the internal education system of the school. In this regard, it is appropriate to talk about the importance of science integration.

Integration is the deepening and enhancement of interdisciplinary knowledge (integrative knowledge), their formation. It is based on different types, methods, styles, objects of interdisciplinary integration. Teaching elementary school students who have just entered school by interdependent and differentiated subjects is a fun and engaging process.

The division of integration into classes can be done on different bases. For example: based on the goals and problems, based on the tasks in the school's natural-scientific system, based on the methods and ways of integration, based on the place in the curriculum, based on the time spent studying the lesson: based on the level of difficulty for students, etc.

It should be noted that teachers who have programmed such foundations usually set themselves the task of solving several goals and problems, which is why the teaching process is multi-purpose, multi-tasking.

Considering the large number of programs and their attempts to implement them, we can distinguish the main directions of lesson construction in secondary schools and divide them into classes according to their nature. The division of integrative education into classes is as follows: Integration of many disciplines.

They can also be called universal or substitute for several basic system classes. For example, combining reading, nature, and art lessons into one general lesson. Typically, the authors of such lessons combine natural science materials into a specific system and call their lessons integrative or complex (general). It is clear that the correct sequence in the delivery of natural science materials in the primary education system can only be achieved by maintaining the lesson structure. Some eminent scholars point out that this is also being addressed in traditional schools through the sequential study of the natural sciences. A number of scholars believe that the tradition of teaching in primary education is also widespread.

To eliminate and simplify the systematic continuation of science teaching, many authors offer generalized lessons for the humanities classes. These include elementary science lessons (for example, "natural science" in elementary school) that provide general insights, stimulate children's interest in learning the natural sciences, and tell stories about nature in an interesting way. Lessons based on border sciences.

The process of broad integration leads to the formation of new natural sciences and scientific directions that link previous scientific directions.

Following the environmental education in the primary grades, it is seen that ecological topics are included in the sciences of reading, natural sciences, labor (working with natural materials), and painting. Closely related disciplines include molecular biology, biophysics, geophysics, biochemistry, astrophysics, and astrochemistry. On the basis of these disciplines the school integrative natural sciences are formed.

Lessons based on basic sciences.

It is based on the basic sciences, covering each section of modern knowledge. These include pedagogy, pedagogical technology, pedagogical psychology, human age psychology, pedagogical psychology, the study of the development of science, the study of the relationship of science to other human life processes: cybernetics-management, communication and information processing: the structure and properties of information. the use of synergetics, which studies the role of informatics in the formation of personality in the various processes of human life. The content of integrative lessons in this class is based on the meaning and structure of these subjects.

As a small example of teaching integrative methods in primary school 1-Get acquainted with the open lesson design (mathematics, reading, the world around us) of mathematics in an integrated way for the classroom

Course Title: Numbers from 1 to 2. 1 soni

Course Objectives:

Teaching Objective:

1. Teach students to write the number 1.
2. Number and number to studentsteach what.

Educational purpose:

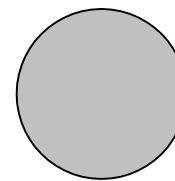
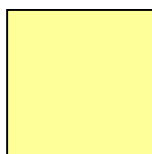
To the animalsto have a good relationship. Development goal:

Students learn the elements of numbersteach writing.

Course equipment: Pictures, handouts.

Course:

1. Lesson organization. Check that children are ready for class.
2. Homework check. Kids open your homework notebook. (The teacher looks at each notebook, showing the best notebook to the children's attention). Now place the notebook in the corner of the desk.



Please describe a rectangle (4 corners, 4 sides

3. Describe the triangle. (3 corners, 3 sides).
4. What to say about the circles it possible (no corners or sides)
5. What is the shape of the end, say the name? (polygon)
6. What is the difference between a triangle and a rectangle?
7. What shape is on the right side of the circle? Are you on the left?
8. What's in the second row? 10. What about them? 11. What is the total?
12. What's next?
13. What about their number? (3 green, the rest yellow) 14. What is in the fourth row?
15. How many chickens, how many geese? (How many pairs)
16. Grandma had 3 chickens, one left, how many were left?
17. What's in the last row? How many chickens? (1) more don't be
18. What about their number? (same)

The development of global education has also contributed to the development of problem-based integrated lessons.

Proponents of this trend have argued that the development of the modern individual is strongly influenced by the global factor, which today is an integral part of the economy, science, politics, spirituality of countries and nations.

The results of tests of mastering the natural sciences show that Uzbek students, although learning more than foreign students, lag far behind in its application.

An interactive course of education is a visual education system that explores the secrets of creating visual skills based on deepening and expanding integrative knowledge. Demonstration education is built on the basis of different types, shapes, methods, objects. The goals and objectives of the integration course are described in the school science-education system. Methods and means of integration of knowledge in the integrated (exhibition-financial) field: depending on the amount of time in the place of study in the curriculum, the time of full mastery of this course is the level of mastery of the student - k6'p It is characterized by purposefulness and diversity, as well as multifunctionality. Areas of the integrated education course:

- Multidisciplinary - in which (two or more) fundamental sciences are compared;
- On the basis of frontier sciences - creation of new science, on the basis of which new natural and advanced sciences are created; .
- Basic (core) sciences - sciences and general scientific concepts, rules and theories that permeate all branches of modern knowledge;
- Study of complex objects, which is a combination of the concepts of "universe", "man", "environment";
- Local (natural-scientific knowledge) and global (important) problems - scientific, ecological, polyethnic, industrial and cultural development of countries are closely connected with the role of the nation today;
- On the basis of activity - all kinds of educational activity, ie books, observations, experiments, knowledge, skills and abilities;
- Formation of personal attitude to the laws of development of nature and society: integration on the basis of exhibitions, in the didactic system (teacher and student activities);
- Methods and techniques that lead to a visual approach - heuristic conversations (question-answer method), planned enrichment conversations, excursions, creative work, independent work, antomimics, scenes, sample reading, essay writing, dictation , writing an essay, solving a mathematical problem;

There is the following structure of the use of interactive methods in the process of primary education

Binary Lesson

The Goal:

- a) Study of things and events at the fourth level of systematization;
- b) Developing teacher-teacher interaction;
- d) To make students aware of the interdependence of the subject, the integrity of the world. A binary lesson can be taught by more than one teacher, or by an elementary school teacher who teaches several subjects on his or her own.

In short, at the primary level of the general secondary education system, it is expedient to teach in a concise and understandable, interesting and innovative way, taking into account the integrative features of the sciences in the process of organizing the classroom. Because a lesson with the appropriate parameters of children's mental and physical condition and brain activity is a guarantee of a good result. The main mechanism of integration of disciplines is: to explain similar and complex lessons using elementary, pedagogical technologies and not only to

increase the motor intensity of the lesson in the same order, but also to use the method of preparation and introduction to other disciplines.

In short, the sooner interdisciplinary integration enters the lessons of secondary schools, the sooner students will be able to combine theory and practice.

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